

STUDENT ORGANIZATION LEADERSHIP ASPIRATIONS OF FIRST
GENERATION STUDENTS ENROLLED IN A COLLEGE BASED FIRST
SEMESTER UNIVERSITY ACADEMIC SUCCESS PROGRAM

A Thesis

by

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ABSTRACT

The purpose of this study was to investigate student organization leadership aspirations of college students currently enrolled in a college-based first semester academic success program and the relationship with the student's self-awareness leadership behavior. The study was structured with two research designs; phenomenological and quantitative. Five purposively selected students were interviewed using the semi-structured format. The methodology used for the quantitative study data was collected from two groups, academic success program participant ($n=29$) and academic success program non-participant ($n=52$) using an instrument comprised of a two part questionnaire investigating the students' selection and enrollment with the academic success program and awareness of personal leadership behaviors with the Leader Behavior Description Questionnaire-Ideal Self (LBDQ). A correlation analysis between participation, student organization leadership aspirations, knowledge and interest and students' personal leadership behavior was done.

The phenomenological study findings found that students did not develop student organization leadership aspirations through their participation in the academic success program. Each student's priority was their academic achievement over organization participation. The quantitative study found that students who participated in the academic success program had higher aspirations than non-participants. There was not a statistically significant difference for participants versus non participants and their scores for each scale of the LBDQ.

A leadership component should be implemented in the academic success program curriculum. This would allow students to maintain the priority of their academic performance while also developing leadership awareness and skills.

DEDICATION

This is dedicated to the life-long student in all of us. Never give up on your dreams.

ACKNOWLEDGEMENTS

I would like to thank my committee chair, Dr. Jimmy Lindner for taking a chance on me and allowing me to fulfill a dream of becoming an Aggie, and my committee members, Dr. Kim Dooley, and Mr. Leslie Feigenbaum for their guidance and support throughout the course of this research.

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CHAPTER I

INTRODUCTION

Universities are striving to efficiently use their resources to recruit effectively and retain at their campuses the best and brightest students. Even with the recent economic challenges, funding for student recruiting has held steady (Noel-Levitz, 2011). According to Horn and Nunez (2000) as a result of increased efforts to diversify student populations, underrepresented groups, such as first generation students, have been enrolling at increased rates. A primary characteristic of these students is that they require some form of financial assistance. These authors (Pryor, Hurtado, Saenz, Lindholm, Korn & Mahoney, 2005) wrote:

Almost one quarter (22.7%) had a major concern about financing their college education compared with 11.4% of their counterparts. Nearly 39% stated that the cost of a particular institution was influential in their decision to apply compared with 31.2% of non-first-generation college students. In addition, 41.4% reported that the offering of financial aid was a very important factor in their decision to attend a particular institution versus 31.3% of their counterparts. (pp. 9-11)

Consequently, universities have developed various scholarship and financial aid programs to meet these needs, such as St. Mary's University of Minnesota's First-Generation Initiative, The University of Iowa's First Generation Iowa program, University of Colorado Boulder's First Generation Grant program and Texas A&M University's Regents' Scholars program. Institutions have also discovered that there are substantial costs associated with attrition of these students once students are recruited and enroll, (Frysinger, 1998). A major consequence of students leaving the institution and not completing their degree is the loss of revenue from tuition and fees, and other

auxiliary services (Frysinger, 1998). This can be troubling for institutions facing tough economic times. Consequently, many universities are requiring that students enroll in an academic success program during their first semester in college to help reduce student attrition and ensure efficient use of financial resources.

Research Problem

The research problem for this study was to investigate if the increased engagement of the enrollment in an academic success program developed student organization leadership aspirations in first generation college students and to investigate whether there was a relationship with self-awareness leadership behavior. Courses provide an opportunity for leadership to be learned and taught (Brungardt, 1996). According to Olive (2008) academic success programs can help universities assist at-risk students. Research has shown that active involvement by students with peers and faculty leads to much higher student achievement, aspiration, and retention than would otherwise be the case (Pascarella & Terenzini, 1991). According to Boughan (1996) such programs can help with multiples aspects of a student's well-being. Student involvement, student learning, and personal development involve the quantity and quality of student involvement devoted to their college experience (Astin, 1993).

Justification and Significance of the Study

The characteristics of the student population on college campuses are changing. According to Stephens, Fryberg, Markus, Johnson, and Covarrubias (2012) universities have made it a priority to diversify their student populations to include more historically underrepresented groups. Terenziini, Spinger, Yeager, Pascarella, and Nora (1996) note

that underrepresented groups include first generation students. As the cost of postsecondary education continues to rise universities are developing various scholarship and financial aid programs to meet these financial needs of first generation students. But universities are increasingly faced with tightening budgets and having to do more with less. Historically, first generation students have not succeeded academically as well as their peers (Nunez & Cuccaro-Alamin, 1998) and it is becoming increasingly important for universities to reduce attrition rates for these first generation students and help them earn their degree. Research has shown that students who are more engaged while in college tend to have higher achievement and aspirations (Pascarella & Terenzini, 1991). Involvement by students with peers and faculty in the college environment leads to much higher student achievement, aspirations, and retention (Pascarella & Terenzini, 1991). Research has shown a positive correlation between leadership development and participation in academic programs (Cress, Astin, Zimmerman-Oster, & Burhardt, 2001). Consequently, the justification for this study is centered on the need to know if the enhanced engagement of intervention programs, such as academic success programs, which universities have designed to address the need to support first generation student academic achievement and success develop leadership aspirations in this critical and emphasized population of first generation university students.

Purpose

The purpose of this study was to investigate if the enhanced engagement of being selected and enrolling in a first semester college-based academic success program developed student organization leadership aspirations in first generation college

students. Further, this study investigated the desire of first generation college students to come to college and discussed how their involvement and enrollment in the academic success program did or did not assist them in the development of any aspirations for student organization leadership. This study was concerned with how the enhanced intervention of the students' participation in an academic success program affected their aspirations toward student organization leadership and if there was a relationship between the development of these aspirations and self-awareness leadership behavior.

For the phenomenological study, the specific research questions were:

- (a) Please describe your desire to come to college as a first generation college student and discuss your involvement with your college academic success program.
- (b) Please discuss any aspirations you have for student organization leadership and how enrollment in the academic success program did or did not assist you.

For the quantitative research design, specific research objectives for this study include:

- (a) Describe participants by personal characteristics such as number of siblings, birth order, gender, number of high school leadership activity participations, interest in student organizations and knowledge of student organization leadership activities;
- (b) Student aspirations related to their experience in college;

- (c) Student reactions to selection and enrollment in an academic success program and the academic rigors and expectations of college;
- (d) Determining the Consideration and Initiating Structure values from the Leadership Behavior Description Questionnaire-Ideal Self for each participant;
- (e) Explore the relationship between Academic Success Program selection and participation and Consideration and Initiating Structure values and student organization leadership aspirations;
- (f) Explore the relationship among variables Consideration, Initiating Structure, student aspirations, interest, academic rigor and expectations, and student organization leadership knowledge.

Definitions

Culture-First generation university student where neither parent has earned a bachelor's degree.

First generation college student -is defined as neither parent has earned a bachelor's degree.

Academic success program- is defined as a one semester credit hour course held during the students' initial enrollment semester housed within the students' academic college. There were two course sections of 15 students each and one section of 14 students. The curriculum for each individual section of the course was developed by each section's instructor, who was an employee of the student's academic college. Individual class meetings were held once per week for 50 minutes. The curriculum, which was designed by each instructor, involved study skills training, awareness of

various learning and study skill strategies, which included but were not limited to: institutional academic structure and student rules, study success strategies, learning styles strategies, stress management and test anxiety, smart reading strategies, post-test analysis, communication and active listening, maintaining focus and conquering finals, procrastination, study abroad and internships, student employment, supplemental instruction, and tutoring. In addition, some class sections had activities; an individual services assessment field trip to the university library, a hands-on project in a woodshop, a logo design competition, and a social football game tailgate activity. Students were required to keep either a journal, planner and/or provide reaction papers on covered topics. Guest speakers presented on smart reading strategies, stress management and anxiety, and student organizations within the college.

CHAPTER II

LITERATURE REVIEW

Universities are working to recruit and retain the best and brightest students to their campuses, while focusing on a diversified student population and are finding that they need to be as efficient with recruiting and retention funding as possible. Enrollment managers are being asked to do more with less (Crockett, 2012). Terenzini, Springer, Yeager, Pascarella, and Nora (1996) noted that the proportion of first generation students attending universities has increased over the past several decades. Typically, first generation students are defined as those students who come from a family where the parent/guardian(s) does not have a degree (Ting, 1997). Ting (1997) found that overrepresented in this group are minorities and those who come from lower socioeconomic backgrounds. Cohn (2011) found that students with a bachelor's degree earn more income over their career than a high school graduate. Mitchem (2009) wrote that higher education is the gateway to higher wage jobs. The cost of tuition and fees has been increasing over the past decade (Boehner & McKeon, 2003). Student involvement on campus is sometimes limited by financial need even though colleges work extremely hard to provide an environment which is conducive for engagement. Colleges are looking at the unique characteristics of first generation student populations and assessing how students' profiles influence their academic needs and future success. First generation students face many challenges as they embark on their education at the university. First generation students withdraw from universities at a higher percentage than non-first generation students (Horn & Carroll, 1998). This separation process is also

challenging because first –generation college students may have heard that only a high school education would be enough to achieve their life goals and attain a reasonable livelihood (Gandara, 1995). The second stage is transition. This stage includes the initial identification with the college community and the adjustments to new surroundings, new expectations and responsibilities. Folger, Carter & Chase(2004) show that first-generation college students because of transitional needs that are not met with traditional support structures, are often academically at risk finding the transition process more challenging than their peers (Gibbons & Shoffner, 2004). Thirdly, the transition process, which is the last stage, is integration in the new environment (Filkins & Doyle, 2002).

First-generation college students may never become fully integrated in the college environment due to the connections that they often maintain to home and family. This lack of integration contributes to their greater risk for dropping out of college (Filkins & Doyle, 2002). Many studies have looked at the various dimensions of this dilemma and scholars have investigated the possible causes of college attrition for academically underprepared, high-risk first generation students. Hahs-Vaughn (2004) found that-first-generation students often do not use the time they spent in high school to adequately prepare for the academic and cultural challenges of college and as a result are very frequently not academically prepared to pursue a college education (Terenzini, et al. 1996). Warburton, Bugarin, Nunez & Carroll (2001) found that first generation students took less rigorous high school courses than their non-first generation peers and if they took more rigorous courses this increased the chances of staying on track to graduate. Prior to enrollment, first-generation students have some critical differences in

their characteristics from their non-first-generation peers, such as racial/ethnic demographics, socioeconomic status, and preparation for the academic rigor of higher education (McCarron & Inkelas, 2006). Nunez & Cuccaro-Alamin (1998) found that after enrollment, first generation students are less successful. According to Ishitani (2003), first generation students struggle more in college than do other students. Barry, Hudley, Kelly & Cho (2009) found that for minority students there is an family expectation for them to live at home and fulfill family responsibilities while going to a university. This cultural phenomenon may possibly produce conflict in the student's desire to attend and succeed in college (Olive, 2008). Kezar & Moriarty (2000) found that the type of learning environment can positively or negatively affect the success of first generation students. First generation students face challenges regarding involvement in campus activities, in addition to academic and cultural challenges. Pascarella, Pierson, Wolniak, & Terenzini (2004) found that first generation students live off campus and have lower involvement with extracurricular activities and peers and Terenzini et al., (1996) and Lundberg, Schriener, Hovaguimian, & Miller (2007) found that first generation students are less involved with academic issues as compared to non-first generation students. Pascarella et al., (2004) found that first generation students were less likely to participate in extracurricular activities even when those activities are shown to lead to positive outcomes. Inkelas, Daver, Vogt, & Leonard (2007) found that peers of first generation students are a good source of support and encouragement. Research indicates that students, who are able to get involved in activities on campus, have higher academic success and an increased interest in participation and involvement by students

with peers and faculty in the college environment leads to much higher student achievement, aspirations, and retention (Pascarella & Terenzini, 1991). When parents do not have first-hand insight of what first-generation college students need to succeed in college, first-generation college students begin look for instructive messages from mentors and people of positive influence, who have the first-hand college knowledge that their parents do not have (Nichols & Lucas, 2010). Levine and Nidiffer (1996) did a study that showed the majority of first generation students who were successful were significantly influenced by another person who helped them at a crucial time in their life. While informal, personal relationships are important for students to feel a sense of community, formal relationships increase involvement of these students (Levine & Nidiffer, 1996). Consequently, these formal activities, that develop and support the students' involvement, have been shown to increase leadership development (Pascarella & Terenzini, 1991). Cress et al., (2001) showed a strong relations between involvement in academic and interpersonal activities with leadership development. Kolb (1999) found how a student perceives leadership is the crucial component of students emerging and becoming effective leaders. These opportunities can allow students to expand their leadership development. One advantage of the culture that fosters participation in students is that this environment provides an opportunity for students to exhibit various leadership traits or skills that they may not otherwise have the opportunity to do (Kolb, 1999).

Kezar, Carducci, & Contreras-McGavin (2006) found research on the influence of higher education on college students' capacities for leadership is limited and a

student's self-awareness for leadership behavior. However, the relative influence of the college environment on students' leadership development is more a function of the students' experiences than on the how the university structure exists (Pascarella & Terenzini, 2005). Brewer (1979) found a theoretical link between an individual's self-efficacy for leadership and actual leadership capacity. Bandura (1997) defined student self-efficacy, as an individuals' judgment of their capacity to perform specific tasks or processes. Each student's interaction with university personnel shapes perceptions of the university's commitment to students (Braxton & Hirschy, 2004). Bean & Eaton (2000) and Braxton et al., (2004) found that with an-increased level of confidence in the university as an organization, interactions are positive and rewarding for the student and helps to promote student's sense of self-efficacy for success in this environment. This leads to an increased level of engagement commitment to the institution, and greater the institutional commitment, which leads to the greater likelihood of persistence (Braxton et al., 2004). Murphy and Johnson (2011) found there is a need to investigate predictors of the type of identity that an individual develops to understand the impact of individual characteristics on leadership development. Sometimes when we call for leadership, we refer to authority roles within hierarchical models, but often we need to be referring to the need for values-in-action which is implied by authentic leadership (Higham, Freathy, & Wegerif, 2010). Both individually and collectively (Gardner, Avolio, Luthans, May, & Walumbwa, 2005) discussed the theory of authentic leadership as it related to leadership development self-awareness:

First and foremost, an authentic leader must achieve authenticity, through self-awareness, self-acceptance, and authentic actions and relationships. Authentic

leadership extends beyond the authenticity of the leader as a person to encompass authentic relations with followers and associates. (pp. 345)

Harter (2002) found that being authentic is acting in accordance with one's true self through expression of what a person really thinks and believes and then behave accordingly. Kernis (2003) identified four components of authenticity: Awareness, unbiased processing, action, and relational.

Theoretical framework for these studies were grounded in the theory of Leadership Identification Development Model (LID) (Komives, Owen, Longerbeam, Mainella, & Osteen, 2005) and the Ohio State Studies Leadership Behavior Model (Schriesheim & Bird, 1979). Komives et al., (2005) found that there is little research about leadership development or the development of leadership identity. The phenomenological study was grounded in the theory of Leadership Identification Development Model (LID) (Komives, et al., 2005). The LID model is based on relational leadership depicted by the Relational Leadership Model (RLM) (Shehane, Sturtevant, Moore, & Dooley, 2012). Komives et al. (2005) found a relationship between leadership identity and developmental influences, developing self, group influences, students' changing view of self with others, and students' broadening view of leadership. Relational leadership, as depicted by Relational Leadership Model (RLM), is the basis for the LID model (Shehane et al., 2012). The model describes how students relate to leadership identity and the relational leadership model (Shehane et al., 2012). Komives et al., (2005) identifies six stages of leadership identity model. The six stages are awareness (leaders exist), exploration (engaging in experience with others), leader identified (becoming aware of the role of leaders), leadership differentiated

(understanding different roles of leaders), generativity (support leadership aspiration of others), and integration (understanding to role of leadership).

These six stages demonstrate that the development of leadership identity starts at awareness and moves to integration/synthesis. The process of developing one's self with the influences of the group within each stage influences moving from dependence to interdependence (Komives et al., 2005). Influences, involvement that was deemed important and reflective learning from adults and peers formed the core of influences that shaped students' views of leadership (Roberts, 2007). Roberts (2007) found two areas that interact with each another and eventually impact individuals' views of themselves, which change and others, such as the influence development of self and group. Understanding students' progressive experiences with leadership has been accomplished through breakthrough work with the LID Model (Roberts, 2007).

The Ohio State University Studies model on leadership behavior emphasized situational behavioral-based view over a universal trait approach. Leadership was believed to be developed through the combination of personality traits, prior to about 1950. (Schriesheim & Bird, 1979). But Stogdill (1948) determined that leadership might be better as the interaction of what Carter and Nixon (1949) referred to as constantly changing variables. This evidence showed that different leaders can come from the same groups of people, depending on the type of task involved (Schriesheim & Bird, 1979). The Ohio State research team started to see that leader behavior that was conceptualized as uni-dimensional was not accurate and that a more multidimensional approach, which involved two dimensions- consideration and initiating structure was more accurate

(Schriesheim & Bird, 1979). Many follow-up studies failed to recognize the role of situational factors in leadership research. The importance and influence of the Ohio State model resulted in consideration of other factor influencing the leadership phenomena (Schriesheim & Bird, 1979). A research standard was created by the Ohio State University Leadership Studies which helped analyze the phenomenon more thoroughly. Multi-sample studies allowed the researchers to be able to generalize their results. This was a novel approach when it was carried out, even though it is pretty much standard practice now (Schriesheim & Bird, 1979). The Ohio State Leadership Studies initially changed the conceptual foundations of leadership research to a behavioral base from a trait-based approach.

CHAPTER III

METHODS

This study used a phenomenological design to gain an understanding of the essences of the shared experiences for first generation university students, who were selected and enrolled in a college-based academic success program. “These essences are the core meanings mutually understood through a phenomenon commonly experienced” (Patton, 2002, pp. 106).

Purposeful sampling was used. The criteria for selection were students who were first generation university students and enrolled in a college based academic success program in the fall of 2012. Each of the students in the sample participated in a face-to-face semi-structured interview to ascertain each student’s aspirations for student organization leadership activity. Komives, Longerbeam, Maniella, Osteen, Owen, and Wagner (2009) wrote when conducting studies on qualitative leadership identity development student interviews are an excellent source of data. In addition, utilizing the interviewer as the human instrument, additional data was obtained through observation of body language, response time and emotions (excitement, expressionless, etc.) of the participants. Each student’s identity was coded by giving each student a pseudonym to maintain confidentiality. The duration of the individual student interviews were allotted to last up to one hour. The data was collected in a private office setting. After each session, the interview audio tapes were transcribed verbatim by the principal investigator. “Trustworthiness or truth value is how confident the researcher is with the truth of the findings based on the research design, informants, and context” (Krefting,

1991 pp. 215). Trustworthiness measures used for the study were member checks, with some of the participants reviewing the transcripts of their interview for correctness and triangulation of the data by looking at each participant's grade point ratios for the fall of 2012 to look at academic achievement. Table 1 shows the grade point averages for the five students interviewed for the study. Four of the five students achieved at an above average level during their first semester.

Table 1

Students' Fall 2012 Grade Point Averages

Student	Semester	Grade Point Average
Joe	Fall 2012	2.86
Sara	Fall 2012	3.07
Dan	Fall 2012	3.40
Karen	Fall 2012	3.08
Bob	Fall 2012	.071
<i>Note.</i> Scale, 4.0-A, 3.0-3.99-B, 2.0-2.99-C, 1.0-1.99-D, .99 and below-F		

Each interview session addressed the research question by looking at the student's desire to come to college as a first generation college student, to discuss the student's involvement with the academic success program and to discuss any aspirations the student had for student organization leadership and how enrollment in the academic

success program did or did not assist them. The interviews were semi-structured around the following questions:

- (a). Please describe your family background and how you were raised?
- (b). Please describe your experience during high school? Activities?
- (c). Please discuss why you decided to attend (the university) and what your decision process was like?
- (d). Please describe your desire to come to college as a first generation college student and discuss your involvement with your college academic success program?
- (e). Please discuss any aspirations you have for student organization leadership and how enrollment in the academic success program did or did not assist you. Why or why not?

Data was analyzed using the (Groenewald, 2004) Phenomenological Research Design. This analysis consisted of:

- (a) Interviewer epoche and bracketing;
- (b) Identifying /isolating units of meaning/information;
- (c) Clustering of units of meaning in to categories to form themes;
- (d) Summarizing each interview to the most important items;
- (e) Extracting common themes from all interviews and making a composite summary.

The investigator used interview interaction to look at participant's characteristics by acting as the "human instrument" (Merriam, 2002). Such an approach has weaknesses that may impact the study. To address these weaknesses this researcher used the technique of epoche, which "is the process the researcher engages in to remove, or at

least become aware of prejudices, viewpoints or assumptions regarding the phenomenon under investigation” (Merriam, 2009, pp. 199). Consequently, the investigator was interviewed and asked to give his opinion of first generation college students and perceptions relative to these students’ aspirations for student organization leadership. The purpose of the epoche interview was for the investigator to become aware of personal judgment(s) about academic success programs and their influence on first generation college students and to suspend these judgments while conducting the interviews. The judgments and perceptions dealt with the investigators past experience with the development of personal leadership aspirations that he had while in college. Also, perceptions about why there are academic success programs and what sort of students are selected and enrolled in these types of programs. Also, the awareness of investigator judgments about the characteristics of first generation college students and the presumed challenges that these student might face upon going to a university such financial and social. These prejudices and assumptions are bracketed and temporary set aside.

An examination of the data was again done so as to remain true to the phenomenon. The investigator reviewed the transcripts and identified units of meaning (Appendix A) from each interview statement. Then a clustering of similar themes (Appendix B) was then done. An analysis was done to determine themes common to most or all of the interviews as well as any themes with individual differences. Careful attention was undertaken as to not develop common themes if significant differences

exist. Then a composite summary was constructed listing out common themes and which reflected the context of the phenomenon from which the themes emerged.

For the quantitative design, a two-part questionnaire was distributed to all first-generation college students who were enrolled in a specific college based Academic Success Program course during one of their class meetings for the academic success program. The questionnaire was also distributed to a group of first semester college students who were enrolled and who were not first generation college students nor enrolled in an Academic Success Program course. The first part of the questionnaire was formatted with 15 questions, five of which comprised constructs with 5 statements each, pertaining to cultural aspects of the student's college experiences, student organization and activity awareness and student organization leadership aspirations. The second part of the questionnaire is the Ohio State University Leadership Studies Leader Behavior Description Questionnaire-Ideal Self (LBDQ) which is comprised of 40 statements concerning leadership behavior that each student would expect of themselves. Each of the responses for the statements in the aspirational, first year experiences and student organization leadership knowledge constructs were scored and averaged and mean scores calculated. The scoring convention for interpretation is shown in Table 2.

Table 2

Instrument Scoring Convention

	Score	Adjective
<i>Question 6</i>	1-1.49	Very Useless
	1.50-2.49	Useless
	2.5-3.49	Neither Useful or Useless
	3.5-4.49	Useful
	4.5-5.0	Very Useful
<i>Question 7</i>	1-1.49	Never
	1.50-2.49	Rarely
	2.5-3.49	Sometimes
	3.5-4.49	Most of the time
	4.5-5.0	Always
<i>Question 8, 9, 10</i>	1-1.49	Very Low
	1.5-2.49	Low
	2.5-3.49	Medium
	3.5-4.49	High
	4.5-5.0	Very High
<i>Question 16,17</i>	1-1.49	Never
	1.5-2.49	Seldom
	2.5-3.49	Occasionally
	3.5-4.49	Often
	4.5-5.0	Always

The responses for the LBDQ were scored on each of the two dimensions, (15 questions for each dimension; Consideration Scale and Initiating Structure Scale) and the scores for the respondents were averaged separately by dimension. Five questions for each dimension were not scored and included in the instrument in order to keep the conditions of administration comparable to those used in standardizing the questionnaire. Also, the scoring was reversed for 3 items in question 17. There was not reverse scoring for any items for question 16. Each index score was rounded to the nearest whole

number. An analysis was done to determine overall student feeling regarding each dimension. Correlation analyses was done, using the Davis (1971) convention (Table 3) between enrollment in an academic success program and the LBDQ, students' first semester experiences and LBDQ, enrollment in an academic success program and student organization leadership aspirations and LBDQ and student organization leadership aspirations. A Pearson correlation value was for each of the desired correlations.

Table 3

Descriptive Representation of the Correlation Coefficient (Davis, 1971).

R	Adjective
1.0	Perfect
0.70-0.99	Very Higher
0.50-.69	Substantial
0.30-0.49	Moderate
0.10-0.29	Low
0.01-0.09	Negligible

The phenomenological and quantitative studies were reviewed by the institutional review board for human subjects. A limitation of the phenomenological study is transferability of the results and for the quantitative study generalizing the results to the broader audience because participants were conveniently selected.

CHAPTER IV

STUDENT ORGANIZATION LEADERSHIP ASPIRATIONS OF FIRST
GENERATION STUDENTS ENROLLED IN A
COLLEGE BASED FIRST SEMESTER UNIVERSITY ACADEMIC SUCCESS
PROGRAM

Introduction

Universities are in the business of the creation and advancement of knowledge and the recruiting and training of the next generation of investigators charged with continuing this endeavor. Funding for student recruiting has held steady even with the recent economic challenges universities' (Noel-Levitz, 2011). They are striving to efficiently use resources to effectively recruit and retain the best and brightest students to enroll and study on their campuses; and the profile of these students is changing. Many of these students are the first in their families to attend college. A primary characteristic of these students is that they require some form of financial assistance. These authors (Pryor, Hurtado, Saenz, Lindholm, Korn, & Mahoney, 2005) stated:

Almost one quarter (22.7%) had a major concern about financing their college education compared with 11.4% of their counterparts. Nearly 39% stated that the cost of a particular institution was influential in their decision to apply compared with 31.2% of non-first-generation college students. In addition, 41.4% reported that the offering of financial aid was a very important factor in their decision to attend a particular institution versus 31.3% of their counterparts. (pp. 9-11)

According to Boughan (1996) academic success programs can help universities assist at-risk students.

Universities are working to recruit and retain the best and brightest students to enroll on their campuses while focusing on a diversified student population. Institutions are finding, however, that they need to be as efficient with recruiting funding as possible. Enrollment managers are being asked to do more with less (Crockett, 2012). Terenzini, Springer, Yeager, Pascarella, & Nora (1996) found the students are different than they were three and four decades ago. There are more women than men and impressive gains have been made by underrepresented groups. Cohn (2011) found that students with a bachelor's degree earn more income over their career than a high school graduate. Mitchem, (2009) wrote higher education is the gateway to higher wage jobs. Consequently, to enhance this recruiting effort, reduce attrition and assist these students in experiencing the benefits of earning a college degree, universities are looking at the unique characteristics of these first generation student populations and assessing how the students' profiles influence their academic needs and future success. There is a significant cultural transition that first generation college students experience when they attend college. Olive (2008) found that for students from immigrant backgrounds, it is expected that the student will continue to live at home fulfill family responsibility while attending a university-Students, whose parents had high school diplomas or lower, withdrew from Hahs-Vaughn (2004) found that, first generation students do not use the time they are in high school to adequately prepare themselves for the rigors of college academic work and as a result, are many times not academically prepared to pursue a college education (Terenzini, Springer, Yeager, Pascarella & Nora, 1996). With more specific information about how these students succeed in college, universities can

provide intervention programs and efforts to enhance students' chances for success (Ting, 1997). Consequently, universities have developed various intervention academic success programs to engage these students when they initially enroll, to assist them in making the transition and adjustment to the rigors of university life and the accompanying academic requirements.

Richardson and Skinner (1992) founds that programs that have academic support services that are comprehensive and part of a system have been the most successful. Specific academic success programs do vary in their composition and curriculum. However, one consistence priority is the increased level of intervention with the student. (Mahoney, 1998) described the success of the TRIO program at a California university. This is a federal outreach and students services program. It is constructed in a way to identify services for individuals from disadvantaged backgrounds. The program included academic advising, counseling, relationship-building, and educational components (Olive, 2008). Cultural, social, physical, and emotional aspects of the students' well-being are also included in the program. Boughan (1996) found that these programs improved the academic and personal growth for the students, and assisted them with their educational and career development. Consequently, proximal learning settings, such as the intervention programs that deal with academic success, cultural adjustment and students' individual characteristics, can influence leadership development (Cress, Astin, Zimmerman-Oster, & Burhardt, 2001).

Pascarella, Pierson, Wolniak, & Terenzini (2004) found that first-generation students were more likely to be less involved in extracurricular activities than their peers

because they lived off campus. Terenzini et al., (1996) found that first generation students tended to study fewer hours per week as compared to students that are not first generation. Students who are involved with peers and faculty in the college environment has shown to lead to much higher student achievement, aspirations, and retention (Pascarella & Terenzini, 1991). These formal activities, that foster involvement, have shown to increase leadership development and are positively related to leadership development.(Cress et al., 2001). These opportunities allow students to expand their leadership development.

Theoretical Framework

This study was grounded in the theory of the Leadership Identification Development Model (LID) (Komives, Owen, Longenecker, Mainella, & Osteen, 2005). The LID model is based on relational leadership depicted by the Relational Leadership Model (RLM) (Shehane, Sturtevant, Moore, & Dooley, 2012). Komives et al. (2005) found a relationship between leadership identity and developmental influences, developing self, group influences, students' changing view of self with others, and students' broadening view of leadership. The LID is based on relational leadership as depicted in the Relational Leadership Model (RLM) (Shehane et al., 2012). The model looks at how students see leadership identity in relation to the relational leadership model (Shehane et al., 2012). Komives et al., (2005) identifies six stages of leadership identity model. The six stages are awareness (leaders exist), exploration (engaging in experience with others), leader identified (becoming aware of the role of leaders),

leadership differentiated (understanding different roles of leaders), generativity (support leadership aspiration of others), and integration (understanding to role of leadership).

The development of a leadership identity with group influences, such as involvement with the academic success program, was accomplished through a process within each stage of identity and development which then influenced the changing view of self with others.

Purpose

The research purpose of this study was to explore the developmental influences of the LID with the phenomenon of being selected and enrolled in a first semester college based academic success program. More specifically, this study sought to determine first generation university students feelings and perceptions of the awareness stage of the LID in order to give insight in to the effectiveness of the academic success program on student organization leadership development and how these programs may be structured.

This study was guides by the following research questions:

- (a) Please describe your desire to come to college as a first generation college student and discuss your involvement with your college academic success program?
- (b) Please discuss any aspirations you have for student organization leadership and how enrollment in the academic success program did or did not assist you?

The academic success program is defined as a one semester credit hour course held during the students' initial enrollment semester housed within the students' academic college. There were two course sections of 15 students each and one section of

14 students. The curriculum for each individual section of the course was developed by each section's instructor, who was an employee of the student's academic college. Individual class meetings were held once per week for 50 minutes. The curriculum, which was designed by each instructor, involved study skills training, awareness of various learning and study skill strategies, which included but were not limited to: institutional academic structure and student rules, study success strategies, learning styles strategies, stress management and test anxiety, smart reading strategies, post-test analysis, communication and active listening, maintaining focus and conquering finals, procrastination, study abroad and internships, student employment, supplemental instruction, and tutoring. In addition, some class sections had activities; an individual services assessment field trip to the university library, a hands-on project in a woodshop, a logo design competition, and a social football game tailgate activity. Students were required to keep either a journal, planner and/or provide reaction papers on covered topics. Guest speakers presented on smart reading strategies, stress management and anxiety, and student organizations within the college. . The focus of this study is not to ascertain the effectiveness of these programs as they relate to student academic success, but see if the increased intervention of being enrolled in one of these programs fosters in any way aspirations in these students toward student organization leadership activity.

Methods

This study used a phenomenological design to gain an understanding of the essences of the shared experiences for first generation university students, who were selected and enrolled in a college-based academic success program. "These essences are

the core meanings mutually understood through a phenomenon commonly experienced” (Patton, 2002, pp. 106).

Purposeful sampling was used. The criteria for selection were students who were first generation university students and enrolled in a college based academic success program in the fall of 2012. Each of the students in the sample participated in a face-to-face semi-structured interview to ascertain each student’s aspirations for student organization leadership activity. Komives, Longerbeam, Maniella, Osteen, Owen, and Wagner (2009) noted that student interviews useful when conducting qualitative research on leadership identity development. In addition, utilizing the interviewer as the human instrument, additional data was obtained through observation of body language, response time and emotions (excitement, expressionless, etc.) of the participants. Each student’s identity was coded by giving each student a pseudonym to maintain confidentiality. The duration of the individual student interviews were allotted to last up to one hour. The data was collected in a private office setting. After each session, the interview audio tapes were transcribed verbatim by the principal investigator.

“Trustworthiness or truth value is how confident the researcher is with the truth of the findings based on the research design, informants, and context” (Krefting, 1991 pp. 215). Trustworthiness measures used for the study were member checks, with some of the participants reviewing the transcripts of their interview for correctness and triangulation of the data by looking at each participant’s grade point ratios for the fall of 2012 to look at academic achievement. Table 1 (pg.16) shows the grade point averages for the five

students interviewed for the study. Four of the five students achieved at an above average level during their first semester.

Each interview session addressed the research question by looking at the student's desire to come to college as a first generation college student, and to discuss any aspirations the student had for student organization leadership. The interviews were semi-structured around the following questions:

- (a) Please describe your family background and how you were raised?
- (b) Please describe your experience during high school? Activities?
- (c) Please discuss why you decided to attend (the university) and what your decision process was like?
- (d) Please describe your desire to come to college as a first generation college student and discuss your involvement with your college academic success program?
- (e) Please discuss any aspirations you have for student organization leadership and how enrollment in the academic success program did or did not assist you. Why or why not?

Data was analyzed using the (Groenewald, 2004) Phenomenological Research Design. This analysis consisted of:

- (a) Interviewer epoche and bracketing;
- (b) Identifying /isolating units of meaning/information;
- (c) Clustering of units of meaning in to categories to form themes;
- (d) Summarizing each interview to the most important items;

- (e) Extracting common themes from all interviews and making a composite summary.

The investigator used interview interaction to look at participant's characteristics by acting as the "human instrument" (Merriam, 2002). Such an approach has weaknesses that may impact the study. To address these weaknesses this researcher used the technique of epoche, which "is the process the researcher engages in to remove, or at least become aware of prejudices, viewpoints or assumptions regarding the phenomenon under investigation" (Merriam, 2009, pp. 199). Consequently, the investigator was interviewed and asked to give his opinion of first generation college students and perceptions relative to these students' aspirations for student organization leadership. The purpose of the epoche interview was for the investigator to become aware of personal judgment(s) about academic success programs and their influence on first generation college students and to suspend these judgments while conducting the interviews. The judgments and perceptions dealt with the investigator's past experience with the development of personal leadership aspirations that he had while in college. Also, perceptions about why there are academic success programs and what sort of students are selected and enrolled in these types of programs. Also, the awareness of investigator judgments about the characteristics of first generation college students and the presumed challenges that these student might face upon going to a university such financial and social. These prejudices and assumptions are bracketed and temporary set aside.

An examination of the data was again done so as to remain true to the phenomenon. The investigator reviewed the transcripts and identified units of meaning (Appendix A) from each interview statement. Then a clustering of similar themes (Appendix B) was then done. An analysis was done to determine themes common to most or all of the interviews as well as any themes with individual differences. Careful attention was undertaken as to not develop common themes if significant differences exist. Then a composite summary was constructed listing out common themes and which reflected the context of the phenomenon from which the themes emerged.

Findings

Theme (a) there were challenges for these student to go to a university

Each student expressed challenges with respect to their family and his/her background. Two of the students discussed the challenges of growing up in a single parent family structure. Karen started by saying,

“Yea, I’m from (city, state), small little town, basically, um, I remember, that, ok, my parents got divorced when I was four years old. So I don’t have a picture of like a Dad, in my family, like I just, I kind of forget about him, like even parents’ weekend, I didn’t even tell him, cause like, Oh yea, I have a Dad and um...”

Bob expressed,

“The challenges we were having to see my mother struggle helping raise us, and that’s trying to be there for her, and help her, trouble with my brothers.”

In addition, Joe discussed the culture of growing up with parents that were not legal United States citizens. He said,

“...I mean, you just kind of wonder if they are gonna leave...”

Bob added,

“A lot could be influenced for want to be, not be choice, how kind of I say influenced to do the wrong things, to join gang”...” That sort of stuff...drugs...”.

All of the students experienced family financial challenges. Each of the students' parent(s) were employed, however each was employed in a low wage position.

Consequently, there were not adequate familial financial resources to pay for college.

Bob expressed challenges having to see his mother struggle financially and Karen described a similar situation,

“And, ah, yea, it's been pretty rough. There's time when the bills have been cut off, like we...

Karen added,

“And, ah, yea, it's been pretty rough. There's time when the bills have been cut off, like we don't know how could you go to A&M , well thank God that he's provided a way...”

She continued,

“Um, yea, and seeing how bad it was and living conditions I was in, I was like I have to go like, this is my way out. Like I have to go, like I would study super hard. Like make all A's, like I'm going to go to college and like there was no other option it was just like college, like that's normal, and like no one would guess, I guess, from looking at me they wouldn't think, oh you've come from this horrible background, or you know, I act normal and try my best, and seeing how it was, like there is no way I am going to live like that, like I can't. I have to...”

Sara added,

“There just wasn't money available. But they still helped with some payments but no...couldn't fully pay it all”

Bob responded when asked about whether he lived in a dorm,

“Those weren’t cost effective. Because with the all financial aid and the scholarships. It still was incomplete for the \$21,000 needed, so I only got \$19,000, So deciding to live off-campus, I wouldn’t have to pay the living on campus... That way I could just get a job and pay rent and it would be much easier”...” Motivation, I want to be successful in life and maybe help my Mother and try to get her out of her financial problems, don’t like seeing her like that...”

Theme (b) there were people and structures in each student’s life that supported their desire to college a university

Students expressed they became aware of higher education and the possibilities of pursuing a college education through siblings who went to college, and/or other family contacts. Each had support from parents about attending a university, and expressed they had support from their high school teachers and counselors.

Bob explained,

“Well, I had a lot of support from teachers and my Mom, they all said I was very smart and I always did good in school and they all told me do good in college and don’t get distracted...” “

Karen stated,

“My Mom is the one who is always there to support me. She’s always pushing me forward, she’s like, don’t procrastinate, she’s like get it done, contact whoever you need to contact like, even though, like, I was super scared, like I was so scared about this college thing, but once I actually got here and everything, my Mom’s like said it’s OK and like, yes it was really hard being away from her and like crying almost every day for the first week, but ah.. yeah, my Mom’s always there to support me.”

Each of the students expressed that high school counselors and teachers encouraged them to attend college. Bob stated,

“No it really motivated me for what to do. To see that they were even excited for me, trying to help me and motivated me to get there. So, kind

of that feeling that I can't wait to go to college, experience it, with all the fun they had."

Joe expressed a similar experience,

"But I think like that what helped me the most was my college advisor my senior year...like she came to (university #1) too so I started talking to her about college, and I was like I'll probably just go to (university #2) or something and then she said like, cause I was going to just work and go to university #2, I don't know because of my family... She's like you can kind of just go to (university #1) and you'll probably get everything paid for and you can focus on your studies more...I was like yea...and I applied and got accepted, so I was like well I'm coming here..."

University's recruitment and admissions staff was a positive influence and a main deciding factor in the students' desire to attend college and deciding which college to attend.

Bob explained,

"Well, I think, coming up here, the experience of the people, how they interacted with everyone else, the scholarships, how everyone was helpful, they were kind, they were patient, and then, it really helps like, to get through, deciding, it help me decide to come here, I really, everyone was nice, coming up to the conference, the experiences that came, the activities they did, they were really good."

Karen added consistent comments,

"And um...(the university) was super helpful and then I got the letter in the mail about that you can get this scholarship and stuff so I was like, you know, that this is just, I felt like God was calling me toward there so I was like OK, yea, I'm going to do it. And so, I mean applied to both but I got accepted to (the university)."

Sara said,

"Well I decided to choose it because the representative was the nicest one that I talked to like I got Tom and he's from (city) and he came here. Like, he was the nicest representative. Like he would give me his cell phone number and his email like I would call him, like did my financial aid go through, did my application go through? And he would just tell

me, well I'm going to help you manage your application and everything..."

Dan said,

"I had no idea how to begin...the advisors in high school helped, and I ...people from Texas A&M actually attended the high school and influenced and giving, walking you through the process helped a lot."

Theme (c) each had positive experience with high school activities

Each of the students expressed involvement in a variety of high school activities and felt that that these were positive experiences.

Bob discussed his experience of being exposed to an academic class and how that led him to pursue school activities which involved the same discipline,

"I had taken an (academic discipline) class my senior year, and we made models, sketches, plans, and the teacher saw that I did good and recommended me to do the class, the club and they do little competitions throughout the state, so I did that one. I won regionals and then I went to the state competition in, I think, (city)... I enjoyed that experience and certainly motivated me to study (academic discipline). Saw it as something I would like to do."

Karen shared her experience with involvement in a school activity,

"Well, hum, basically in high school, um, so yea, I was in high school, and I, it was fun yea, I, so I was in choir all four years, so I was definitely stayed in that and I worked my way up to President my senior year and I love choir, I'm a choir freak,... Yea, I planned this, I'm going to be secretary this year, treasurer this year, vice president and then I'll be President. So I planned this...."

Dan discussed his experience,

"...I was in the environmental club... Well they had elected officers and I didn't actually run, I came in to the organization about halfway through the semester, so we eh, just like, did community service and cleaned up the area around the school and everything and,...."

Sara said,

“Well in high school, um, my first two years, I managed to keep good grades, not failing a class. I got all my credits and never stayed behind in credits....and then my junior and senior years I played softball and I was in the, a what is it called, the treasurer, no not the treasurer....I was secretary..... Oh yea...student council and I was secretary and then, so I go more involved....my junior and senior year and then my teacher started talking to me. He said you’re top 10%, I was like what and he said you’re at the borderline for top 10%, like I’m like Oh wow...but I managed to keep up my grades and picked up my grades and I ended up staying in the top 10%.”

**Theme (d) students expressed some negative feelings about dealing with academics
in a university**

Bob discussed the feelings he had,

“In high school, no. I was really, I really didn’t study, I really didn’t, I took the test, passed it, already knew it most of it was from memory. I learned it. But, I really didn’t expect the same from college...I really, It kind of hit me”... “It’s not the same, I have to study, I have to”...”Uh, the work. The schoolwork”...” Keeping up with schedule, no one’s telling you were to go, no one’s, you have to keep it all on track with your schedule, just know what you doing and don’t let, fall behind , not forget one thing... But mostly it was the like the tests, were different, I can’t just off the back just go to class and take the test, like in high school. I have to go over it, study it at home, and that I wasn’t really used to studying, because in high school, I could just go to class, take the test, and pass. So I had to learn some study habits. Instead the bad I’d do is cram before test, which is not good”

Sara also expressed what she was feeling,

“... You have to control your time because I mean you’re going to pull all-nighters and
you don’t want to do that, so...”

Dan said,

“I really am struggling to keep up with the workload right now, so as a undergrad I don’t feel like an organization would be best to try to keep a good GPA as well as being in those...”

Joe added,

“It was a big change...” It was more time management stuff man...”... Like this semester I have spent a lot of time on my studio stuff...and I am lacking on history again...”

Theme (e) each of the students expressed positive feelings about dealing with their academics

Joe commented on how the academic success program helped him deal with the increased academic rigors,

“And when I got here I, you talked a lot about your studies, like think, I was struggling with History last semester cause there was a lot of reading I actually, I think you gave something about studying one of the weeks and I used it like twice and actually scored higher on one of the test. So it was actually helpful when, like they actually have something where you can learn...”

Bob and Sara discussed the impact of having developed new and enhanced study habits, such as having to do outside class studying to do well on tests,

Bob said,

“And then the academic success program it really showed me how, it gave me tips for handling schoolwork mindset, testing, studying, study habits, procrastination, and they gave a bunch of hints with those.”

Sara added,

“Yea...the tests were pretty hard. But, you learn to manage your time and learn to do everything, like you learn to do, to do your homework, because you have to do your homework to get a better grade unlike high school. High school was just so much easier...” Sara added, “helped me and I know it helped my friends too with our study ways. And how we,

what decisions we decided to make with time, our time...taught us a lot for freshmen year"... It helped me and I know it helped my friends too with our study ways. And how we, what decisions we decided to make with time, our time...taught us a lot for freshmen year."

Dan said,

"At first, it was kind of just, Oh, I have to go to this seminar and eh, basically just like it was just an hour out of the week I was, like eh, it's a seminar but then eh, I started to really listen to what we were going over in there and some of the speakers that we had and, um, I feel like it helped me realize how to get better study habits, how to really focus more on the work and eh, kind of like, it kind of introduced you to like the tradition of the school a little bit".

Theme (f) student organization leadership aspirations were not developed for the majority of the students

Student organization leadership aspirations were not developed in the majority of students.

Bob expressed comments shared by the majority of the students about whether his experience with the academic success program developed leadership aspirations,

"I'd say more help with just habits of studying and how do you manage your time, hints of how to basically manage your college life and then experience experiences you are experiencing."

Karen supported the comments of Bob,

"I'd say more help with just habits of studying and how do you manage your time, hints of how to basically manage your college life and then experience experiences you are experiencing. Yea...Being involved is OK, not really anything about like taking this leadership opportunity..."

Sara and Dan also expressed comments that supported the feeling that the academic success programs assisted her with addressing the challenges of performing better, with

respect to her academic, but did not develop and student organization leadership aspirations,

“I’d say more help with just habits of studying and how do you manage your time, hints of how to basically manage your college life and then experience experiences you are experiencing.”

Dan said,

“Not, not necessarily. I feel like it helped me more to just focus on academics...” he added, “Instead of like, I mean there is an influencing to getting in to leadership programs and organizations and everything but I feel like, I really am, struggling to keep up with the workload right now, so as a undergrad I don’t feel like an organization would be best to try to keep a good GPA as well as being in those... Hmm, Hmm...I felt like that’s what I got mostly from it was academic...”
Joe said, “Yea...take it slow for now...”

The essence of the common experiences for the participants was:

The students realized the challenges of being first generation upon entering college and each became aware of the increased academic rigors of university academics as compared to their high school academic experience. The students prioritized their academic achievement over involvement in student organization involvement and the students discovered that while being a participant in the academic success program helped them with academic skills acquisition it did not develop student organization leadership aspirations.

Conclusions and Implications

Conclusion and implication #1

There were people and structures that supported these students in their desire to attend a university. Even though these students’ parent(s) did not attend college, it is apparent from the students’ comments that family support is important and available to

them. Each of these students expressed the benefit of having an extended support and encouragement network of older siblings, extended family members, teachers and counselors who took an interest in them and encouraged them to pursue a degree in high education. The implication presented is that these students acknowledged the increased level of interaction with college personnel during the recruitment and admission process to make them feel confident in the process and motivated to ultimately attend. This is consistent with the research of Levine and Nidiffer (1996) which spoke to increased association with people other than family members had positive outcome on students' desire to go to college. Consequently, it is important for universities to develop and continue a robust recruitment and admissions process with first generation students.

Conclusion and implication #2

Each of these students expressed a realization of academic challenges and the increased rigors once they enrolled at the university. These students did not find their high school academic work extremely rigorous or challenging. This is consistent with the research of (Hahs-Vaughn, 2004) which found that first-generation students typically do not use their high school years adequately to prepare for the rigors of college. Data saturation indicated that the implication is that these students became aware, upon enrollment of increased academic rigors of college as compared to high school.

Conclusion and implication #3

The students' expressed a desire to perform well academically and this was a priority over their desire to become involved in student organizations. The implication was that these students were focused on their academic success and did not have

aspirations for student organization leadership. The students did indicate that enrollment in the academic success program allowed them to transition more effectively into college with acquisition of academic skills. Consequently, in support of the work of (Cress et al. 2001) with respect to leadership development through involvement in academic activities, their involvement with the academic success program may provide opportunities for leadership development. It is important for practitioners to take advantage of the increased intervention of programs such as the academic success program, and expose students to various leadership options and opportunities.

Discussion

Future practitioners need to engage the students and discuss the high school activities upon their arrival at the university to provide a conduit for continuation of awareness of leadership options and the pursuit of potential opportunities during the college experience. These experiences were shown to be a positive influence. Capitalizing on and sustaining this momentum, once the students come to college, is seen as critical toward student maintaining a positive leadership development initiative. In addition, intervention programs such as academic success programs allow students to discover their leadership identity through class activities and peer interaction. This program is defined as a one semester credit hour course held during the students' initial enrollment semester housed within the students' academic college. The curriculum for each individual section of the course was developed by each section's instructor, who was an employee of the student's academic college. Individual class meetings were held once per week for 50 minutes. The curriculum, which was designed by each instructor,

involved study skills training, awareness of various learning and study skill strategies, which included but were not limited to: institutional academic structure and student rules, study success strategies, learning styles strategies, stress management and test anxiety, smart reading strategies, post-test analysis, communication and active listening, maintaining focus and conquering finals, procrastination, study abroad and internships, student employment, supplemental instruction, and tutoring. In addition, some class sections had activities; an individual services assessment field trip to the university library, a hands-on project in a woodshop, a logo design competition, and a social football game tailgate activity. Students were required to keep either a journal, planner and/or provide reaction papers on covered topics. Guest speakers presented on smart reading strategies, stress management and anxiety, and student organizations within the college. The curriculum for these programs could integrate leadership component to expose student to various opportunities and assist with student organization awareness. . The focus of this study is not to ascertain the effectiveness of these programs as they relate to student academic success, but see if the increased intervention of being enrolled in one of these programs fosters in any way aspirations in these students toward student organization leadership activity.

Finally, discussion about the continued and sustained involvement of others, such as family, university faculty and staff and their fellow students in the students' leadership development should be explored.

CHAPTER V

AN INVESTIGATION OF STUDENT ORGANIZATION LEADERSHIP
ASPIRATIONS OF FIRST GENERATION COLLEGE STUDENTS ENROLLED IN A
COLLEGE BASED FIRST SEMESTER UNIVERSITY ACADEMIC SUCCESS
PROGRAM AND THE RELATIONSHIP WITH SELF-AWARENESS LEADERSHIP
BEHAVIOR

Introduction

Students from underrepresented backgrounds are increasingly present in higher education (Housel & Harvey, 2009). Typically, first generation students are defined as those students who come from a family where the parent/guardian(s) does not have a degree. (Ting, 1997) found that overrepresented in this group are minorities and those who come from lower socioeconomic backgrounds. The economic benefits from a college education have consistently been shown in research literature. Consequently, an undergraduate degree is an effective avenue for upward social mobility (Pascarella & Terenzini, 1991). Universities have developed various scholarship and financial aid programs to meet these need of these first generation students, such as St. Mary's University of Minnesota's First-Generation Initiative, The University of Iowa's First Generation Iowa program, University of Colorado Boulder's First Generation Grant program and Texas A&M University's Regents' Scholars program.

Once students are recruited and enroll, however, institutions have also discovered that the costs associated with attrition to be numerous (Frysinger, 1998). The immediate consequence of students leaving the institution and not completing their degree is the

loss of tuition and fees, and other auxiliary revenues (Frysinger, 1998). To ensure that financial resources are used in as an effective and efficient way possible, and help minimize student attrition, some universities have required that students enroll in an academic success program during their first semester in college.

Consequently, to enhance this recruiting effort, reduce attrition and assist these students in experiencing the benefits of earning a college degree, universities are looking at the unique characteristics of these first generation student populations and assessing how the students' profiles influence their academic needs and future success. First generation students face many challenges as they embark on their education at the university. First generation students are more likely to withdraw from universities than non-first generation students (Horn & Carroll, 1998). Many studies have looked at the various dimensions of this dilemma and scholars have investigated the possible causes of college attrition for academically underprepared, high-risk first generation students. McCarron & Inkelas (2006) found that first-generation students are different from their non-first-generation peers in, socioeconomic status, and preparation for the academic rigors of attending a university Terenzini, Rendon, Upcraft, Millar, Allison, Gregg, et al. (1994) demonstrated that going to college was a substantial alteration in their life of first generation students. Hahs-Vaughn (2004) found that there is a substantial need for academic and social support within the university environment for success of first generation students First generation students are not as able to rely on family for emotional and social support while they are in college Cress, Astin, Zimmerman-Oster, & Burhardt (2001) found a significant relationship between Student involvement in both

academic and interpersonal activities and leadership development. Another concern is that with the academic and cultural challenges these students face, prior to and once they are enrolled in college, first generation students also face obstacles with respect to engagement and involvement in campus activities (Hahs-Vaughn, 2004). But research indicates that students, who are able to get involved in activities on campus, have higher academic success and an increased interest in participation (Cress et al., 2001). While informal personal relationships are important for students to feel a sense of community, formal relationships increase involvement of these students (Levine & Niddiffer, 1996). The result is that involvement with formal relationships, such as intervention programs, assists students with academic and cultural adjustments, and also assists students to investigate explicit strategies to provide knowledge and experiences to enhance their leadership capabilities (Crews et al., 2001). The crucial component of emergent leadership is the leadership perceptions (Kolb 1999).

Not a lot of research has looked at the influence of higher education on college students' capacities for leadership (Kezar, Carducci, & Contreras-McGavin, 2006) and a student's self-awareness for leadership behavior. Astin (1993) established a significant relationship between the student's experiences in college and subsequent increases in leadership ability (Dugan & Komives, 2007). The influence of the college environment on students' leadership development has been shown to be largely a function of individuals' experiences and not traditionally measured institutional structural characteristics (Pascarella & Terenzini, 2005). Consequently, focus should be placed on the leadership models which deal with individuals' personal development (Higham,

Freathy & Wegerif, 2010). (Dugan & Komives, 2010) found a theoretical link exists between an individual's self-efficacy for leadership and actual leadership capacity. Braxton & Hirschy (2004) found that the interaction that each student has with university personnel assists in shaping the student's perceptions of the university's commitment to their welfare. Bean & Eaton (2000) found that increased positive and rewarding interactions lead to increased student confidence in the university as an organization. This enhances the student's sense of self-efficacy about succeeding within this environment (Braxton et al., 2004).

The student is more engaged with more interactions and will invest greater psychological energy, which increases the likelihood of social involvement (Braxton et al., 2004). Murphy & Johnson (2011) found that early experiences create the foundation for future leadership development.

Murphy & Johnson (2011) found that how individual differences impact leadership identity and when individuals progress between stages is still not clear. Gardner, Avolio, Luthans, May, & Walumbwa (2005) discussed the theory of authentic leadership as it related to leadership development self-awareness. Gardner et al., (2005) found various steps that a leader must take to achieve authenticity: self-awareness, self-acceptance and, authentic actions and relationships. This extends beyond the authenticity of the individual leader as a person to encompass the relationship with followers and associates which is authentic. Thus, authenticity involves one's personal experiences, acting in accordance with one's true self (Harter, 2002). Kernis (2003) identified components of authenticity: awareness, unbiased processing, action, and relational.

Theoretical Framework

This study was grounded in the theory of Leadership Identification Development Model (LID) (Komives et al., 2005) and the Ohio State Studies Leadership Behavior Model (Schriesheim & Bird, 1979). The LID model is based on relational leadership depicted by the Relational Leadership Model (RLM) (Shehane, Sturtevant, Moore, Dooley, 2012). Komives et al. (2005) found a relationship between leadership identity and developmental influences, developing self, group influences, students' changing view of self with others, and students' broadening view of leadership. The LID model is based on relational leadership depicted by the Relational Leadership Model (RLM) (Shehane et al., 2012). The model looks at how students see leadership identity in relation to the relational leadership model (Shehane et al., 2012). Komives et al., (2005) identifies six stages of leadership identity model. The six stages are awareness (leaders exist), exploration (engaging in experience with others), leader identified (becoming aware of the role of leaders), leadership differentiated (understanding different roles of leaders), generativity (support leadership aspiration of others), and integration (understanding to role of leadership).

These six stages demonstrate that the development of leadership identity starts at awareness and moves to integration/synthesis. The process of developing one's self with the influences of the group within each stage influences moving from dependence to interdependence (Komives et al., 2005).

This grounded theory shows how leadership identity develops through the stages; starting with awareness and moving to integration/synthesis. Each stage engages

developing self with group influences, in turn influencing the changing view of one's self with others. The Ohio State University Studies model on leadership behavior emphasized situational behavioral-based view over a universal trait approach. Leadership was believed to be developed through the combination of personality traits, prior to about 1950. (Schriesheim & Bird, 1979). Stogdill (1948) determined that leadership might be better characterized by the interaction of constantly changing variables. Carter and Nixon (1949) produced empirical evidence that, the emergence of different leaders from the same groups can occur, depending on the task involved (Schriesheim & Bird, 1979). The research group from Ohio State started to see that a leader behavior was not uni-dimensional and that a more multi-dimensional approach was more accurate. (Schriesheim & Bird, 1979). The Ohio State model pointed out the importance of situational factors in leadership research (Schriesheim & Bird, 1979). The researchers were able to generalize their results by using multi-sample studies. This was a novel approach, when it was carried out, but is current standard practice (Schriesheim & Bird, 1979). An important role was played by the Ohio State Studies.

The research problem for this study was to investigate if selection and enrollment in an academic success program develops student organization leadership aspirations in first generation college students and if there was a relationship with self-awareness leadership behavior. The justification and purpose of this study is to determine if the enhanced engagement of being selected and enrolled in a first semester college-based academic success program identifies student organization leadership aspirations in first

generation college students and if there was a relationship between the presence of leadership aspirations and the student's leadership self-awareness behavior.

Purpose

The purpose of this descriptive and correlational study was to investigate if the enhanced engagement of being selected and enrolling in a first semester college-based academic success program developed student organization leadership aspirations in first generation college students and how their involvement and enrollment in the academic success program did or did not assist them in the development of any aspirations for student organization leadership.

Specific research objectives for this study include:

- (a) Describe participants by personal characteristics such as number of siblings, birth order, gender, number of high school leadership activity participations, interest in student organizations and knowledge of student organization leadership activities;
- (b) Student aspirations related to their experience in college;
- (c) Student reactions to selection and enrollment in an academic success program and the academic rigors and expectations of college;
- (d) Determining the Consideration and Initiating Structure values from the Leadership Behavior Description Questionnaire-Ideal Self for each participant;
- (e) Explore the relationship between Academic Success Program selection and participation and Consideration and Initiating Structure values and student organization leadership aspirations;

(f) Explore the relationship among variables Consideration, Initiating Structure, student aspirations, interest, academic rigor and expectations, and student organization leadership knowledge.

Methods

The population for this study included 29 students who participated in the academic success program and 52 students who did not participant. A two-part questionnaire was used to collect data for this study. To maintain anonymity, each student's identity will be coded. The first part of the questionnaire was formatted with 15 questions, five of which comprised constructs with 5 statements each, pertaining to cultural, academic aspects of the student's college experiences, student organization and activity awareness and student organization leadership aspirations. The second part of the questionnaire is the Ohio State University Leadership Studies Leader Behavior Description Questionnaire-Ideal Self 1957 (LBDQ) (Halpin, 1957) which is comprised of 40 statements concerning leadership behavior that each student would expect of themselves. There was a subsequent Ideal Self questionnaire developed in 1962. However, the decision was made to use the 1957 questionnaire due to the size of the instrument ease of implementation. The LBDQ questionnaire has two scales, the Initiating Structure and the Consideration Scale. The leader characterized as high in initiating structure is clear regarding the task to be performed by each member of his group gives deadlines and directions and puts pressure on them until completed. Consideration is the degree to which a leader acts in a friendly and supportive manner towards his or her subordinates. A leader characterized as high in consideration could be

described as one who is helpful to subordinates with personal problems, is friendly and treats all subordinates equally.

The instruments measures two constructs and scores can range from 0-60. Individual respondent scores are interpreted in relation to the overall mean of all respondent's score for the given sample on each scale (Stogdill & Coons, 1973).

Each of the responses for the statements in the aspirational, first year experiences and student organization leadership knowledge constructs were scored and averaged and mean scores calculated. The responses for the LBDQ were scored on each of the two dimensions, (15 questions for each dimension; Consideration Scale and Initiating Structure Scale) and the scores for the respondents were averaged separately by dimension. Five questions for each dimension were not scored and included in the instrument in order to keep the conditions of administration comparable to those used in standardizing the questionnaire. Also, the scoring was reversed for 3 items in question 17. There was not reverse scoring for any items in question 16. Each index score was rounded to the nearest whole number. An overall mean score was calculated for each statement in the dimension. An analysis was done to determine student feeling regarding each statement within each dimension. Correlations were interpreted using the Davis (1971) convention. There were done between enrollment in an academic success program and the LBDQ, students' first semester experiences and LBDQ, enrollment in an academic success program and student organization leadership aspirations and LBDQ and student organization leadership aspirations. A Pearson correlation value was calculated for each of the desired correlations.

Findings

Objective 1: Describe participants by personal characteristics such as number of siblings, birth order, gender, number of high school leadership activity participations, interest in student organizations and knowledge of student organization leadership activities

The population for this study included Group 1: ($n=29$) students who participated in an academic success program and Group 2: ($n=52$) students who did not. Caution should be used when determining external validity due to the sampling technique.

When looking at the personal characteristics of the population of the participants of the study, 64.2% ($n=52$) were not first generation student academic success program and 35.8% ($n=29$) responded that they were (Table 1). The majority of the participants were male (51.9%) as compared to female (46.9) (Table 1). There was one missing value answer submitted for this question. With respect to birth order, the majority of the participants, 44.4% were the first in their family ($n=36$), with second in the family have next highest percentage, 34.6% ($n=28$) (Table 1). Finally, the majority of participants indicated they participated in 3-4 high school leadership activities, 39.5% ($n=32$), 1-2 activities having the next highest percentage, 30.9% ($n=25$) (Table 4).

Table 4.

Personal Characteristics of Participants (n=81)

<i>First Generation College Student Academic Success Program Enrollment</i>	<i>f</i>	<i>%</i>
No	52	64.2
Yes	29	35.8
Gender		
Male	42	51.9
Female	38	46.9
Missing value	1	1.2
Birth Order		
First	36	44.4
Second	28	34.6
Third	11	13.6
Fourth	4	4.9
Fifth or higher	1	1.2
High School Leadership Activities		
1-2	25	30.9
3-4	32	39.5
5-6	20	24.7
7-8	2	2.5
9 or higher	2	2.5

Objective 2: Student aspirations related to their experience in college

The leading aspiration for participants was to graduate in five years ($M=4.56$, $SD=.84$). Going to graduate to graduate school ($M=3.98$, $SD=1.11$) and being involved in student organization all received medium high responses, outside major ($M=3.80$, $SD=1.01$), within major ($M=3.74$, $SD=.96$) with holding a leadership position being the lowest ($M=3.43$, $SD=.99$) (Table 5).

Table 5

Participants Aspirations (n=81)

<i>Aspirations</i>	<i>M</i>	<i>SD</i>
Graduate in 5 years	4.56	.84
Going to graduate school	3.98	1.11
Being involved in organizations outside of my major	3.80	1.01
Being involved in organizations within my major	3.74	.96
Holding a leadership position in a student organization	3.43	.99

Note. Scale, 1=Very Low; 2=Low; 3=Medium; 4=High; 5=Very High

Objective 3: Students' reactions to selection and enrollment in an academic success program and the academic rigors and expectations of college

Assessing the responses from Group 1 participants on the impact of their

selection and enrollment in academic success program, the majority of participants felt that it assisted with campus awareness ($M=4.24$, $SD=.64$)(Table 3). Participants also felt that program involvement did support time management ($M=4.03$, $SD=.63$) and study skills ($M=3.97$, $SD=.57$) and to a lesser effect test-taking strategies ($M=3.66$, $SD=.67$) and managing stress ($M=3.59$, $SD=.87$) (Table 6).

Table 6

Selection and Enrollment in Academic Success Program Impact (n=29)

<i>Selection and Enrollment Impact</i>	<i>M</i>	<i>SD</i>
Awareness of campus resources	4.24	.64
Time Management	4.03	.63
Study Skills	3.97	.57
Test-taking Strategies	3.66	.67
Managing Stress	3.59	.87

Note. Scale, 1=Very Useless; 2=Useless; 3=Neither Useful or Useless; 4=Useful; 5=Very Useful

All participants in the study responded to statements regarding their first semester experiences on campus. Participants felt that people on campus were helpful, “most of time” ($M=4.15$, $SD=.75$) and all indicated that they “sometimes” has experiences with explaining challenges to family not being difficult ($M=3.57$, $SD=1.09$), having enough time to do homework ($M=3.44$, $SD=.87$), the size of the campus not

being a problem ($M=3.22$, $SD=.1.15$) and the coursework not being too difficult ($M=3.16$, $SD=.85$) (Table 7).

Table 7

Participants First Semester Experiences (n=79)

<i>Experiences</i>	<i>M</i>	<i>SD</i>
People on campus were helpful	4.15	.75
Explaining challenges to my family was not difficult	3.57	1.09
Had enough time to do my homework	3.44	.87
The size of the campus was not a problem	3.22	1.15
Coursework was not too difficult	3.16	.85
<i>Note.</i> Scale, 1=Never; 2=Rarely; 3=Sometime; 4=Most of the Time; 5=Always		

Participants interest in activities on campus reflected the highest interest in service organization ($M=3.94$, $SD=.84$). College-level ($M=3.54$, $SD=.98$), department-level ($M=3.42$, $SD=.95$) and university-level ($M=3.33$, $SD=.89$) organization interest was pretty consistent across the three levels with political organizations ($M=2.28$, $SD=1.00$) receiving a “low” response weight (Table 8).

Table 8

Participants Activity Interest (n=81)

<i>Activity Interest</i>	<i>M</i>	<i>SD</i>
Service Organizations	3.94	.84
College Level Organizations	3.54	.98
Departmental Level Organizations	3.42	.95
University Level Organizations	3.33	.89
Political Organizations	2.28	1.00
<i>Note.</i> Scale, 1=Very Low; 2=Low; 3=Medium; 4=High; 5=Very High		

Student knowledge about student organization leadership positions reflected low to medium responses. Programs/meeting agendas/activities received that highest average response ($M=3.16$, $SD=.93$) which was slightly above the “medium” level. Social/parties ($M=3.15$, $SD=1.04$) received a comparable response with Programs/meeting agendas/activities, with Executive Leadership ($M=2.96$, $SD=1.05$), Legislative/Organizational Rules ($M=2.68$, $SD=1.01$), and Treasurer/Finance ($M=2.58$, $SD=.97$) all receiving responses indicating between low and medium knowledge levels (Table 9)

Table 9

Participants Student Organization Leadership Knowledge (n=81)

<i>Knowledge</i>	<i>M</i>	<i>SD</i>
Program/Meeting Agendas/Activities	3.16	.93
Social/Parties	3.15	1.04
Executive Leadership	2.96	1.05
Legislative/Organizational Rules	2.68	1.01
Treasurer/Finance	2.58	.97
<i>Note.</i> Scale, 1=Very Low; 2=Low; 3=Medium; 4=High; 5=Very High		

Objective 4: Determining the Consideration and Initiating Structure values from the Leadership Behavior Description Questionnaire-Ideal Self for each participant

Participant responses for the LBDQ- Initiating Structure reflected higher scores for statements that involved, standards of performance” ($M=3.40$, $SD=.72$), “meeting deadline” ($M=3.38$, $SD=.73$) and group expectations ($M=3.33$, $SD=.71$). Very low scores were seen for statements that expressed a rigid, authoritarian perspective, “Rule with an iron hand” ($M=1.64$, $SD=.98$) and “Criticize poor work” ($M=1.63$, $SD=.98$) (Table 10).

Table 10

Leadership Behavior Description-Initiating Structure (n=81)

<i>Initiating Structure</i>	<i>M</i>	<i>SD</i>
Maintain definite standards of performance	3.40	.72
Emphasize the meeting of deadlines	3.38	.73
Let's group members know what is expected of them	3.33	.71
Makes sure that his/her part in the organization is understood by all group members	3.28	.84
Sees to it that group members are working up to capacity	3.21	.70
Sees to it that the work of the group members is coordinated	3.21	.82
Schedule the work to be done	3.20	.73
Asks the group members to follow standard rules and regulations	3.09	.87
Makes my attitudes clear to the group	3.09	.83
Try out new ideas within the group	3.05	.67
Assign group members to particular tasks	2.80	.71
Encourage the use of uniform procedures	2.64	1.04
Speak in a manner not to be questioned	2.01	1.07
Rule with an iron hand	1.64	.98
Criticize poor work	1.63	.98
<i>Note.</i> Scale, 1=Never; 2=Seldom; 3=Occasionally; 4=Often; 5=Always; Overall initiating structure scale score, $M=42.96$, $SD=7.26$		

Participants responses for the LBDQ-Consideration reflected higher scores for “Being friendly and approachable” ($M=3.62$, $SD=.58$), “Be easy to understand”

($M=3.59$, $SD=.59$) and “treats all members as equals” ($M=3.56$, $SD=.78$) (Table 8). The lowest score was for the statement “Do personal favors for the group members” ($M=1.94$, $SD=.98$) (Table 11).

Table 11

Leadership Behavior Description-Consideration (n=81)

<i>Consideration Scale</i>	<i>M</i>	<i>SD</i>
Be friendly and approachable	3.62	.58
Be easy to understand	3.59	.59
Treats all members as equals	3.56	.78
Makes group members feel at ease when talking with them	3.53	.84
Finds time to listen to group members	3.43	.71
Be willing to make changes	3.38	.75
Refuse to explain actions	3.32	.77
Get group approval in important matters before going ahead	3.31	.88
Act without consulting the group	3.20	.93
Put suggestions made by the group into operation	3.17	.70
Do little things to make it pleasant to be a member of the group	2.96	.86
Look out for the personal welfare of individual group members	2.88	1.01
Keep to myself	2.78	.91
Back up the members in their actions	2.67	.78
Do personal favors for the group members	1.94	.98
<i>Note.</i> Scale, 1=Never; 2=Seldom; 3=Occasionally; 4=Often; 5=Always; Overall consideration scale score, $M=47.33$, $SD=6.83$		

Objective 5: Explore the relationship between Academic Success Program selection and participation and Consideration and Initiating Structure values and student organization leadership aspirations

There was not statistically significant difference in initiating structure score by participation; $t(79)=1.88, p>.05$ (Table 9). There was not statistically significant difference in consideration score by participation; $t(79)=.50, p>.05$ (Table 9).

There was a statistically significant difference in aspiration score by participation; $t(79)=1.88, p<.05$. Participants ($M=4.10, SD=.58$) had higher aspiration scores than non-participants ($M=3.79, SD=.61$) (Table 12).

Table 12

Academic Program Relationships

<i>Scales for participants and non-participants in an academic success program</i>	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>p</i>
Initiating Structure Scale					
Participants	29	44.97	6.29	1.88	.06
Non Participants	52	41.95	7.58		
Consideration Scale					
Participants	29	46.83	5.97	.50	.62
Non Participants	52	47.62	7.3		
Aspiration Scale					
Participants	29	4.10	.58	2.26	.03*
Non Participants	52	3.79	.61		
<i>Note.</i> Mean scores for initiative structure can range from 0-60; mean score for consideration can range from 0-60; Mean aspiration scale, 1=Very Low; 2=Low; 3=Medium; 4=High; 5=Very High; $p<.05$					

Objective 6: Explore the relationship among variables Consideration, Initiating Structure, student aspirations, interest, academic rigor and expectations, and student organization leadership knowledge

The strongest relationship was between Aspirations and Interest ($r=.54$). The next strongest was the relationship between the two LBDQ scales ($r=.51$). The third strongest relationship indicated was between the LBDQ-I scale and Aspiration ($r=.43$). The weakest relationship indicated was between LBDQ-C and Knowledge ($r=.16$). The next weakest was between Knowledge and LBDQ-I ($r=.20$). The third lowest relationship indicated was between Aspirations and Knowledge ($r=.31$) (Table 13).

Table 13

Correlations (n=81)

	LBDQ -I	LBDQ-C	Aspirations	Knowledge	Interest
	<i>r</i> value	<i>r</i> value	<i>r</i> value	<i>r</i> value	<i>r</i> value
LBDQ-I		.51**	.43**	.20	.42**
LBDQ-C	.51**		.36**	.16	.37**
Aspirations	.43**	.36**		.31**	.54**
Knowledge	.20	.16	.31**		.36**
Interest	.42**	.37**	.54**	.36**	

Note. **=*r* is statistically significant at the 0.01 level

Conclusions and Implications

Conclusion and implication #1

The personal characteristics of the study population indicated that the participants and non-participants were primarily the oldest sibling in their family; either being the first or second born. Consequently, these students were primarily the oldest sibling in their family, and were the ones that reached the age to graduate from high school and possibly think about going to college first. The implication from this statistic is, that for this population, first born children in a family may have a higher tendency to attend college than their siblings. In addition, these students tended to be somewhat active in high activities, with the majority “participating in 3-4 activities”. The implication is that this population was involved in activities while they were in high school.

Conclusion and implication #2

Educational aspirations, such “Graduating in 5 years” and “Going to graduate school” had the highest mean scores for all participants and non-participants, as compared to involvement with student activities, “Being involved in organizations outside my major”, “Being involved with organizations within my major” and “Holding a leadership position in a student organization”. The implication is that these students are more focused and motivated on being successful in their educational endeavors than being involved in a student organization or holding a leadership position in a student organization.

Conclusion and implication #3

Being selected and enrolled in an academic success program helped the participants to be “aware of campus resources”. In addition, the critical skill associated with “time management”, that many college students struggle with, was found to be positively impacted by enrollment in the academic success program. The implication is that the academic success programs was a positive benefit to the students in critical transition areas such as being aware of campus resources and time management. Participants and non-participants felt that “People on campus were helpful” and “Explaining challenges to my family was not difficult” “most of the time”. However, they felt that “sometimes” they had “enough time to do their homework”, “the size of the campus was not a problem” and “the coursework was not too difficult”. The implications for this were that there were time when the student s did not have enough time to do their homework, the size of campus was a problem and their coursework was difficult.

Also, students had a high interest in student organizations, primarily “service organizations”, and “college level organizations”. They had medium interest in “departmental level organizations”, “university level organizations”, and low interest in “political organizations”. The implication is that the participants and non-participants valued services in a formal way and potentially looked to the University for these opportunities.

Participants and non-participants indicated that they had medium knowledge of student organization leadership with the mean score for “program/meeting agendas, activities”, “social and parties”, “executive leadership”, “legislative/organizational rules”

and “treasurer/finance”. The implication is that the participants in this study only had medium knowledge. Consequently, more sustained efforts need to be done to educate students on student organizations and student organization opportunities.

Conclusion and implication #4

For the Initiating Structure scale of the Leadership Behavior Description Questionnaire (Halpin, 1957), which is the degree to which a leader defines and structures his or her role and the roles of the subordinates towards achieving the goals of the group, participants and non-participants did not feel strongly about any of the statements. They “occasionally” agreed with 12 of the 15 statements. Three statements they “seldom agreed” with, “Speak in a manner not to be questioned”, “Rule with an iron hand”. Even with the age of the Halpin, it is interesting that the mean scores were close. The implication is that the participants and non-participants responded occasionally agreed with the Initiating Structure statements, indicating that they did not consider the statements strongly expressed their personal leader behavior with regard to defining and structuring his or her role and the roles of the subordinates towards achieving the goals of the group should do.

For the Consideration scale of the Leadership Behavior Description Questionnaire, which is the degree a leader is characterized as high in consideration and helps subordinates in their personal problems, is friendly and approachable and treats all subordinates as equals, responded “occasionally” to 10 of the 15 statements. The lowest scores were “Keep to myself”, “Back up the members in their actions”, and “Do personal favors for the group members”. Two of 3 of these were consistent with the

theme of the scale. The only discrepancy noted was the score achieved regarding, “Back up the members in their actions”. This was also consistent with scores seen by Halpin (1957). The implication is that the participants and non-participants only occasionally agreed with the Consideration statements indicating that they did not consider that the statements strongly expressed their personal leader behavior with regard to being high in consideration and helping subordinates in their personal problems, is friendly and approachable and treats all subordinates as equals. However, the participants and non-participants did not indicate a “seldom” response for two negative statements at the end of the scale which is consistent with this scale theme.

Conclusion and implication #5

There was not statistically significant difference in initiating structure score by participation. Also, there was not statistically significant difference in consideration score by participation. The implications for this is that, since the participants in the academic success program responded the same way as the students who did not participate, this may indicate that programs helps these meet up with the non-participating peers in self leadership assessment. However, there was a statistically significant difference in aspiration score by participation. Participants had higher aspiration scores than non-participants. Consequently, this would indicate that participation in an academic success program developed aspirations in participants. This is consistent with (Pascarella & Terenzini, 1991) who found that students who are involved with peers and faculty in the college environment was shown to lead to much higher student achievement, aspirations, and retention.

Conclusion and implication #6

A “substantial” relationship (Davis, 1971) was indicated between aspirations and interest. Consequently, this shows that students who have high aspirations could have an interest in student organizations. The next highest was a “substantial” between the two LBDQ scales. This indicates that students will have consistently scores on both scales. The third strongest relationship was between Aspirations and the LBDQ Initiating Structure. The Initiating Structure scales measures the leader characterized as specifying the task to be performed by each member of his group, sets down deadlines, gives directions and puts pressure on them for its fulfillment. This relationship shows that aspirations are moderately related to how structured the leadership behavior is.

The weakest relationship was indicated between knowledge and LBDQ-C scale. Consequently there is a “low” relationship indicated between knowledge and leader behavior indicated on the Consideration scale. The next weakest relationship indicated was between Knowledge and the LBDQ-I scale. Consequently, a “low” relationship was also indicated between knowledge and the Leader Behavior indicated on the LBDQ-Initiating Structure scale. The third weakest relationship was indicated for Aspirations and Knowledge. Even though this was the third lowest relationship, it was indicated in the “moderate” range. This showed a moderate relationship between aspirations and knowledge of student organizations.

Discussion

First generation college student bring a wide array of cultural, social and educational experiences with them when they come to college. It is extremely important to recognize that development of student organization leadership aspirations have a moderate relationship with how these students view themselves as leaders. In addition, because they are first generation, there experience with college and higher education is limited. A proper education and awareness process are critical for these students to get the necessary information they need to be able to develop student organization leadership aspirations. While involvement in the academic success program is critical in developing essential academic success skills such as time management and awareness of campus resources, and aspiration related to academic goals such going to graduate school and graduating in five years, selection and enrollment in the course does not foster these student organizational leadership aspirations at the same level. Consequently, perhaps a leadership education component could be implemented and integrated into the curriculum of the academic success programs, which would help these students become more aware of positive leadership behaviors, what their personal leadership behavior is and ultimately, what leadership opportunities they would like to participate in.

Limitations

The limitation of the study is that it dealt with a small sample from one academic college within a large research I university. In addition, academic success programs can have many characteristics that are different from the academic success program that

these students were enrolled in. Consequently, caution should be used with regard to generalizing findings and the external validity because of the sampling techniques.

CHAPTER VI

CONCLUSIONS

It is clear that first generation college students have a unique set of cultural, social and intellectual challenges. These students are bright and are motivated to move beyond these challenges and embrace all the benefits that a university experience has to offer. Even though these students' parent(s) did not attend college, it is apparent from data obtained through the phenomenological study that family support is important and available to them. Each of the students interviewed expressed the advantage and benefit of having an extended support and encouragement network of older siblings, extended family members, teachers and counselors who took an interest in them and encouraged them to pursue a degree in high education. These students also indicated that consistent and helpful communication from university admission staff was a primary motivator in determining which institution they ultimately chose to attend.

Each of these students expressed a realization of the challenges with the increased rigors and expectations of university academics. This situation was especially challenging for these specific students because they personally did not find their high school academic work extremely rigorous or challenging. Consequently, each expressed the usefulness of the intervention of the academic success program, during the initial semester, in helping them to identify and use various study and test-taking strategies and skills recommendations to help them in making this adjustment. It was apparent that the academic challenges and the students' desire to perform well academically outweighed their desire to become involved in student organizations, at least initially, during their

freshmen year. The students did express an interest in student organizations and being involved in campus activities, however, each expressed the priority of concentrating on their academics. This was either represented by a complete lack of participation or a reduced role for any activities that they were presently involved in outside of the classroom. Each was focused on performing at a high level academically during this first year and concentrated their efforts towards this objective. Consequently, student organization leadership aspirations were not directly developed or identified with their involvement with the academic success program. Students simply did not prioritize these student organization leadership goals or opportunities above their academic goals. However, the majority of students did express that their involvement with the academic success program allowed them gain confidence with respect to meeting their academic goals and adjusting to the expectations of and transition to college life. The finds did indicate that participants did score similarly to the non-participant peers, showing that the academic success programs did have a positive impact for participants. There was a benefit seen by the students with the increased intervention of these programs.

Consequently, in support of the work of (Cress et al. 2001) with respect to leadership development through involvement in academic activities, their involvement with the academic success program has set the stage for leadership development and potential leadership activities. These students will undoubtedly continue to place a high priority on their academics. But while each of these students strongly expressed their goals of prioritizing their academics during their freshmen year, it is important to take

advantage of the increased intervention of programs such as the academic success program, to expose students to various leadership options and opportunities.

The primary focus of this study was to investigate the initial stage of Leadership Identity Development Model-Awareness. Concentrating on this stage allowed for some valuable insights moving forward. Each of these students was involved in activities and some of them held leadership positions in high school and found them to be both enjoyable and rewarding. It is apparent that these students bring experiences with them to college such as their goals for participation and leadership.

The sample for this study indicated that they were involved in activities in high school and these findings are consistent with results from the phenomenological study where the students in that study expressed involvement in high school student activities as well. The data indicates however, that once these students come to college, they are more focused and motivated on being successful concerning their academic endeavors than being involved in a student organization or holding a leadership position. These findings are also consistent with results from the phenomenological study. Participants in the academic success program did see the academic success programs to be a positive benefit to them in critical transition areas, such as being aware of campus resources and time management and this is also consistent with the findings of the phenomenological study where those students indicated that the academic success programs helped them with these critical transition issues. Participants and non-participants only responded “occasionally” to the Initiating Structure statements indicating that they did not consider the statements expressed any stronger than occasionally their personal leader behavior

with regard to defining and structuring his or her role and the roles of the subordinates towards achieving the goals of the group should do. Also participants and non-participants responded “occasionally” to the majority of the Consideration Scale statements indicating that they did not consider that the statements strongly expressed their personal leader behavior with regard to being high in consideration and helping subordinates in their personal problems, are friendly and approachable and treat all subordinates as equals. Consistent with the students’ feelings, they are concentrating more on their academic life in their initial semester and personal leadership behavior is not something that they consider at a high level.

However, the results indicated that participants felt that their participation in an academic success program did develop aspirations. The construct included not only aspirations for student organization leadership but also academic items such as going to graduate school and graduating in 5 years. This is consistent with (Pascarella & Terenzini, 1991) who found that students who are involved with peers and faculty in the college environment were shown to lead to much higher student achievement, aspirations, and retention. These findings are consistent with the phenomenological study where students expressed interest and desire to become involved in student organizations, but only after they felt that had their academic life under control. This implication is that the academic success programs did not affect the perceived leadership aspirations of each participant. Even though participants indicated higher aspirations, these were more focused on academic goals rather than student organizational leadership opportunities.

There is a relationship between participants and/or non-participants leadership aspirations, and how they responded to the statements on the LBDQ scales. Consequently, the scales could be used as an indication of leadership aspirations to a moderate degree. Students, who have a knowledge and interest in student organizations, also have high aspirations for involvement with student organizations. Consequently, this would indicate that student organization opportunity awareness programs would be beneficial for students to develop aspirations for leadership if they knew about opportunities with student organizations and developed an interest in being involved. A triangulation between the qualitative study and quantitative study indicates similar finds that students prioritized their academic achievement and student organization leadership aspirations were not developed.

Limitations

Review of the possible influence of the Hawthorne effect was undertaken. Each of the students was given the purpose of the study and why their participation was desired by the investigator. Students were aware that their participation in this study was predicated on being a first generation college student enrolled in an academic success program; however, interview framing questions were constructed so as to limit the preconceived response from each of the students.

The limitation of the study is that it dealt with a small sample from one academic college within a large research I university. In addition, academic success programs can have many characteristics that are different from the academic success program that

these students were enrolled in. Consequently, caution should be used with regard to generalizing findings and the external validity because of the sampling techniques.

Future Discussion

Future practitioners need to engage the students and discuss the high school activities upon their arrival at the university to provide a conduit for continuation of awareness and education of leadership options for students upon their initial enrollment and during the college experience. These experiences were shown to be a positive influence. Capitalizing on and sustaining this momentum, once the students come to college, is seen as critical toward student maintaining a positive leadership development initiative. In addition, intervention programs such as the academic success programs allows student to discover their leadership identity through class activities and peer interaction. Caution should be undertaken that initially first generation students are more focused on academic when they come to college; however they are interested in gaining knowledge and pursuing future student organizational involvement. Selection and enrollment in an academic success program, while it does not strongly contribute to student organization leadership aspirations in first generation students, it does provide assistance in the development of a sound academic success plan for these students, which they then can use as a springboard into potentially more involvement as the matriculate. Finally, continued discussion about the involvement of others, such as family, university faculty and staff and their fellow students in the students' leadership development should be explored. Students discussed the influence that adults have had on their academic and leadership development. "Adult and peer influences, meaningful

involvement, and reflective learning formed the core of influences, or a type of holding environment, that shaped students' views of leadership" (Roberts, 2007, pp. 85).

(Komives et. al., 2005) stated, "Adults were very important in building confidence and being an early building block of support" (p. 596). Each of these individuals will have a lasting and profound impact on each of the students' personal leadership aspiration, vision, goals and development.

Recommendations for Practice

1. Engage the students and discuss the high school activities upon their arrival
2. Capitalize on and sustain this momentum, once the students come to college.
3. Continued discussion about the involvement of others, such as family, university faculty and staff and their fellow students in the students' leadership development should be explored.
4. Maintain academic success program academic skills curriculum.
5. Integration of leadership curriculum component.
6. Maintain focus academic focus of academic success program curriculum.
7. Provide information to students on various student organizations.
8. Provide information on various student organization leadership opportunities.
9. Develop leadership opportunities for these students.
10. Develop students' interest in student organization opportunities.

Recommendations for Research

1. Investigate cultural aspects on academic performance of first generation students.
2. Assess the effect of specific academic major programs on first generation students' academic expectations and leadership development.
3. Investigate the academic benefit of enrolling in an academic success program.
4. Conduct follow up study to determine level of student organization leadership aspirations of the phenomenological students in the 3rd year of college.
5. Investigate the specific students' knowledge about student organizations at a college.
6. Investigate the difference in scores on the LBDQ scales over time.
7. Assess how current student organizations leaders would score on the LBDQ scales.
8. Investigate the level of graduate school enrollment for students who enter a college as a first generation student.
9. Investigate if receiving financial aid impacts first generation students' academic and leadership aspirations.
10. Investigate time-to-degree for first generation students who hold a student organization leadership position.

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APPENDIX A

Units of Information/Meaning

Units of Information/Meaning

People

Family
Parents
Dad
Mother
Her
Brothers
They
Gangs
Teachers
College
She
College Advisor
People
College Representative

Personal perceptions/feelings

rough
Support
Hard
Motivated
Excited
Fun
Interacted
Patient
Nice
Helpful
Accepted
Involvement
Struggling
Procrastination
Decision
Realize
Influencing

Challenges

Bills
Drugs
Financial
Living conditions
Background
Money
Payments
Scholarships
Pay
Rent
Work
Paid
Cell Phone
Email

Activity

President
Choir
VP
Secretary
Treasurer
Club
Officers
Organization
Community Service
Grades
Softball
Student Council
Top 10%
Schoolwork
Class
Tests

Competitions
School Activity
Leadership Aspirations
Study Habits
GPA
Time Management
History
Success Program
Models
Plans

APPENDIX B

Themes/Categories

Categories

People supportive of attending

Family
Parents
Teachers
Colleges
Conditions
Advisors
College representatives

Structures supportive of attending

Financial Aid
Conferences

Challenges to attend

Gangs
Drugs
Financial
Living

Background
Work

Positive Perceptions/Feelings

Supportive
Motivated
Excited
Fun
Patient
Service
Nice
Helpful
Council
Accepted
Involvement

Negative Perceptions/Feelings

Rough
Scared
Hard
Struggling
Procrastination

Activities

Officers
Choir
Club
Organization
Community

Sports
Student

Academic

Grades/GPA
Top 10%
Schoolwork
Tests
Class
Study habits
Time Mgmt.
Success Program

APPENDIX C

Student Organization Leadership Aspirations of First Generation Students

Q1 Thank you for taking the time to complete this questionnaire

- ☐ I agree to participate and complete this questionnaire (1)
- ☐ I do not agree to participate and will not complete this questionnaire (2)

Q2 Which activity looks like the most fun?



☐ Baseball Game (1)



☐ Camping (2)



☐ Swimming (3)



☐ Basketball Game (4)



☐ Football Game (5)

Q3 What are the 3 things you liked most about Texas A&M?

First thing I liked

(1) _____

Second thing I liked

(2) _____

Third thing I liked

(3) _____

Q4 Are you a first generation college student?

☐ Yes (1)

☐ No (2)

If No Is Selected, Then Skip Question 7

Q5 As a first generation college student, are you enrolled in an academic success program?

☐ Yes (1)

☐ No (2)

If No Is Selected, Then Skip To Question 7

Q6 Please respond to how selection and enrollment in the academic success program impacted your transition to college with respect to the following items:

	Very Useless (1)	Useless (2)	Neither Useful or Useless (3)	Useful (4)	Very Useful (5)
Time management. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing stress. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study Skills (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test-taking strategies. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Awareness of campus resources (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7 Please indicate if you are or have experienced any of these during your first semester.

	Never (1)	Rarely (2)	Sometimes (3)	Most of the Time (4)	Always (5)
Coursework was not too difficult. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The size of the campus was not a problem. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had enough time to do my homework. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People on campus were helpful. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explaining challenges to my family was not difficult. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 Please indicate your aspirations for the following items:

	Very Low (1)	Low (2)	Medium (3)	High (4)	Very High (5)
Going to graduate school (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being involved in organizations within my major. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Holding a leadership position in a student organization. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being involved in organizations outside of my major (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate within 5 years (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 Please indicate your interest in these types of activities:

	Very Low (1)	Low (2)	Medium (3)	High (4)	Very High (5)
Service Organizations (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Political Organizations (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University-level organizations (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College-level organizations (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Department-level organizations (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Please indicate your knowledge level of student organization leadership activities.

	Very Low (1)	Low (2)	Medium (3)	High (4)	Very High (5)
Executive leadership (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program/Meeting Agendas/Activities (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treasurer/Finance (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legislative/Organizational Rules (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social/Parties (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 Why did you decide to attend Texas A&M?

Q12 How many brothers and sisters do you have?

- ☐ None-only child (1)
- ☐ 1 (2)
- ☐ 2 (3)
- ☐ 3 (4)
- ☐ 4 or more (5)

Q13 What is your gender?

- ☐ Male (1)
- ☐ Female (2)

Q14 Where are you in order of birth?

- ☐ First (1)
- ☐ Second (2)
- ☐ Third (3)
- ☐ Fourth (4)
- ☐ Fifth or higher (5)

Q15 How many high school student leadership activities were you involved in?

- ☐ 1-2 (1)
- ☐ 3-4 (2)
- ☐ 5-6 (3)
- ☐ 7-8 (4)
- ☐ 9 or higher (5)

Part 2 Please describe how you believe you ought to act as a leader of your group.

Q16 When acting as a leader, I OUGHT to:

	Never (1)	Seldom (2)	Occassionally (3)	Often (4)	Always (5)
Make my attitudes clear to the group. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Try out new ideas within the group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rule with an iron hand. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criticize poor work. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak in a manner not to be questioned. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assign group members to particular tasks. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Schedule the work to be done. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintain definite standards of performance. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emphasize the meeting of deadlines. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Encourage the use of uniform procedures. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Makes sure that his/her part in the organization is understood by all group members. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asks the group members to follow standard rules and regulations (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Lets group members know what is expected of them. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
See to it that group members are working up to capacity. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sees to it that the work of the group members is coordinated. (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to take necessary action. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak as the representative of the group. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Let other people take away my leadership in the group. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get my supervisors to act for the welfare of the group members. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep the group working together as a team. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17 When acting as a leader, I OUGHT to:

	Never (1)	Seldom (2)	Occasionally (3)	Often (4)	Always (5)
Do personal favors for group members. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do little things to make it pleasant to be a member of the group. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be easy to understand. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Find time to listen to group members. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keep to myself. (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look out for the personal welfare of individual group members. (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Refuse to explain my action. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Act without consulting the group. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Back up the members in their actions. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Treat all group members as my equals. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be willing to make changes. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be friendly and approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(12) Make group members feel at ease when talking with them. (13) Put suggestions made by the group into operation. (14) Get group approval in important matters before going ahead. (15) Act as the real leader of the group. (16) Give advance notice of changes. (17) Be the spokesman for the group. (18) Keep the group informed. (19) Get what I ask for from my superiors. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Thank you for taking the time to complete this important questionnaire!

APPENDIX D

Permission to use The Ohio State University Leadership Behavior Description Questionnaire

Retrieved from: <http://fisher.osu.edu/research/lbdq/>

Leader Behavior Description Questionnaire (LBDQ)

The Leader Behavior Description Questionnaire (LBDQ) was developed by the staff of the Personnel Research Board, The Ohio State University, as one project of the Ohio State Leadership Studies, directed by Dr. Carroll L. Shartle.

There is no cost and no need to request permission to use the LBDQ forms provided via this website.

The LBDQ provides a technique whereby group members may describe the behavior of the leader, or leaders, in any type of group or organization, provided the followers have had an opportunity to observe the leader in action as a leader of their group. Use of the following LBDQ components should be for research purposes only and no monetary gain should be realized from their use.